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**ABE/LINK MALAWI TPDS**

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# Monthly Bulletin Overview

## Continuous Professional Development (CPD) Policy Dialogue Underway

The **Ministry of Education Science and Technology (MoEST)**, **USAID/Malawi**, **TPDS staff**, and other partners joined together in Lilongwe on April 28, 2010 at a workshop to discuss MoEST development and implementation of a plan for the delivery of Continuing Professional Development (CPD) for primary school teachers. The purpose was to clarify ways in which TPDS program can directly support expansion of CPD. The day-long meeting engaged a wide-range of leaders from across MoEST. It began with a detailed presentation by MoEST Department of Teacher and Education Development (DTED)'s director Mrs. Mbewe, who reviewed the priorities and targets, drawn from the Malawi Growth & Development Strategy (MGDS) to the National Education Strategic Plan (NESP), Key points for discussion included:

### ACCESS AND EQUITY

- Construction of new Teacher Training Centres (TTCs) and in-service training (INSET) centres
- Refurbishment of existing TTCs and INSET centres
- Increases in the number of places available on teacher training courses (including special needs)
- Introduction of new distance teacher training programmes for primary (IPTE) and secondary teachers
- Upgrading of qualifications of selected TTC tutors
- Strengthening of the secondary INSET system for training trainers, teachers and under-qualified teachers

### QUALITY AND RELEVANCE

- Upgrading college lecturers and their supervision
- Review of course content to reflect reforms in primary and secondary education
- Expansion of library capacities in teacher education institutions
- Strengthening of inspection and supervision within teacher education
- Expansion of access to B.Ed in teacher education
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### INSTITUTIONALIZATION OF IN-SERVICE TRAINING (CPD) AT ALL LEVELS

- Improvement of teacher education collaboration with vocational education

### GOVERNANCE AND MANAGEMENT

- Enhancement of professional capacity in planning, monitoring and manager supervision in teacher institutions
- Institutionalization and linkages to teacher education management information systems with overall Education Management Information System
- Instilling discipline principles in teacher trainees
- Mitigation of HIV/AIDS through awareness and related support services to staff and students
- Provision of infrastructure and utilities in teacher education management to promote effective and efficient management of teacher training institution

## **PRIMARY TEACHER DEVELOPMENT**

- Building on existing strategies in the NESP and NSTED
- Establishment of a zonal network of Teacher Development Centre, including 315 TDCs established with PEAs houses and transport (106 new ones to be constructed)
- Emphasis on mechanisms for effective management of TDCs (guidelines are in place and trainings conducted for TDC management with reports sent to DTED by PEAs)
- Establishment of an in-service training system and quality INSET to primary school teachers (minimum 3 days/year not fully adequate for professional development)
- Training PEAs, senior school staff, Head teachers and core INSET trainers (original PEAs, senior school staff were trained under MSSSP, new ones to be trained)

## **MOEST INITIATIVES**

- Development by MoEST of new CPD model with a manual to be printed
- Training of core trainers yet discontinued due to lack of training materials and funds

## **SECONDARY SCHOOL CPD**

- Strengthening Mathematics and Science in Secondary Education (SMASSE)
- Baseline survey conducted in 97 schools with 197 trainers of trainers reached in May and December, 2009
- Refurbishment of training Centres for the program
- Launch training of 3,000 secondary school teachers in mathematics and science subjects, in all the 5 divisions beginning May 24 in Centres
- Training by DTED of secondary school heads, deputies, heads of departments in secondary school Improvement Programme(SMIP)

## **MOVING FORWARD**

- Approval by the Honorable Minister of Education for TPDS to support CPD activities
- Ministry has factored into the DTED budget, MK 30 million for CPD activities
- Approval of the National Strategy for Teacher Education
- Need support from other directorates for effective CPD implementation.

## **RELATED TRAININGS**

- Orientation of mentor teachers-manual developed
- Orientation of IPTE student teachers in PCAR-manual developed
- Development of transport guidelines for PEAs (rider training)

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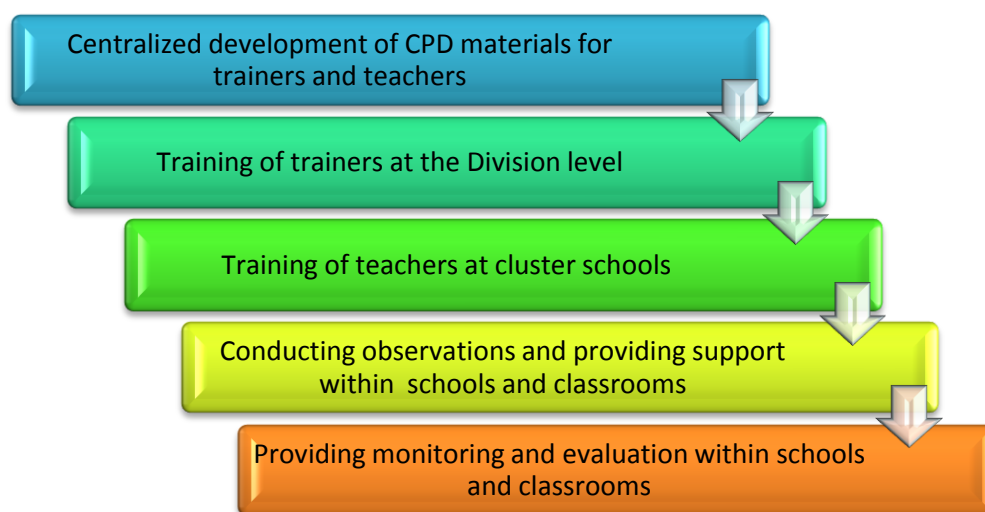
**TPDS Aligns with MoEST Plans to Enhance Teacher Performance**

TPDS's alignment with these MoEST goals will help ensure direct support to structures. It will:

- Develop or refine operational guidance with relevant stakeholders, on a) how to implement the decentralized (school and cluster-based) systems of teacher education and b) for effective supervision and advisory services for teachers and teacher support, linked to PCAR/CPD M&E systems.
- Review, revise, print and distribute CPD materials for teaching and teacher support personnel.
- Implement, with the use of a light but effective support structure (e.g. mobile, decentralized TA teams), the approved CPD model.

**PROGRAM APPROACH**

- Bottom-up – driven by the needs of teachers in schools
- Top-down – driven by needs that are recognized as large-scale or universal

**PLANNING PROCESS**

The planning process for TPDS support for CPD will be built upon four tiers, or sequenced

- Tier 1 – Teacher Education TWG and DP's education leaders (CPD Oversight Group)
- Tier 2 – An expanded group of individuals working in education
- Tier 3 – Division, District, Zone, and school personnel including EDMs, DEMs, PEAs, Head teachers, teachers
- Tier 4 - Media (print and broadcast), parents, and community members interested in education

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## **MALAWI TEACHER PROFESSIONAL DEVELOPMENT SUPPORT (MTPDS) OVERVIEW**

In February 2010 USAID/Malawi awarded the MTPDS to provide technical assistance support to the Ministry of Education, Science and Technology (MOEST) in implementing teacher education support and systems management. Emphasis will be placed on completing and reinforcing introduction of the Primary Curriculum and Assessment Reform (PCAR) over a three year period.

### **MTPDS OBJECTIVES:**

- Result 1: Strengthened Teacher Policy, Support & Management Systems
- Result 2: Enhanced Teacher Performance
- Result 3: Improved Early Grade Literacy & Numeracy
- Result 4: Improved Early Grade Literacy & Numeracy for Out-of-School Children or Youth
- Result 5: Enhanced Quality of Primary Teaching & Learning Materials
- Result 6: Improved Teacher Education-NPC, M&E Systems & Quality

These Results recognize that the reality for most Malawian children is that they will struggle to learn in school and most likely dropout unless they can quickly become independent learners. One key to becoming an independent learner is acquiring early literacy. MTPDS activities therefore will be guided throughout by a focus on early literacy and numeracy and on development of higher order reading and math skills that enable students to succeed in all subjects in upper primary standards.

### **MTPDS PARTNERS**

TPDS is being implemented by a consortium, including:

- Creative Associates (CA-II): Overall contract management, administration and procurement.
- Research Triangle International (RTI): Technical management, teacher policy support, management and information systems, decentralization, early grade literacy and numeracy (EGRA/EGMA), learning standards, assessment, monitoring, evaluation, and data collection.
- Seward Inc: Education quality, teacher development and performance, teaching and learning materials, trainer deployment and, non-formal education, ICT and gender.
- Local Resource Partners: Teacher Training, HIV/AIDS, Literacy, Numeracy